

Program Budget Narratives

K-12 Education

General Support for Local Schools

Mission

To provide for and advance a free and world-class education for all of Indiana's children through financial support of local schools.

Summary of Activities

Most operating funding for local schools is distributed on a per-student basis through the state tuition support formula, which also sets local property tax rates for school general fund property tax levies. During the current biennium some 85% of all formula funding for local schools will come from the state, comprising the largest single item in the state budget.

In 2002-03 state funding allowed the state's 293 school corporations and eleven charter schools to provide educational programs to almost one million students. More than twelve thousand school buses are used to transport students to public schools on a daily basis; they amassed more than 86 million route miles in the 2002-03 school year. Other state programs provide the funds by which schools meet federal and state mandates for desegregation, provide low-income students with reimbursement for textbook fees, and defray the costs of capital projects.

State funds help maintain 1,985 school buildings in a safe and healthful condition, and provide salary and benefits for 59,560 full-time teachers, 9,984 administrators, 18,705 instructional support personnel, and 38,277 non-certified personnel. State support also helps the Teachers' Retirement Fund pay the retirement benefits of over 35,000 retired teachers.



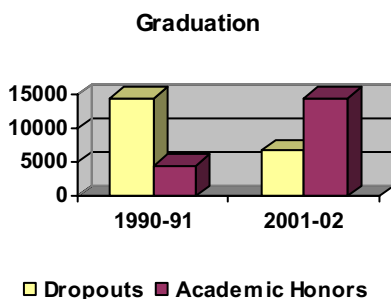
Dr. Suellen Reed
Superintendent of
Public Instruction

External Factors

The cost of public education is in large part a function of the number of students who enroll in school each year. In Indiana, that number continues to climb — the state has experienced enrollment growth of almost 4.5 percent over the past ten years. Projections indicate that enrollment will rise by 15,000 students over the next five years. Transportation costs have risen by \$101 per pupil from 1997 to 2002. Public demands and expectations of Indiana's public education system continue to increase yearly.

Evaluation and Accomplishments

All Hoosier students are expected to meet rigorous yet attainable academic standards. Improvements in academic results during the past biennium have been significant. Attendance and graduation rates are at an all-time high—95.9 and 91.1 percent in 2001-02, respectively. Expectations have been raised and have resulted in an increase in the number of graduates following the "Core 40" college preparatory curriculum, from 13,956 in 1998 (the first year Core 40 diplomas were available) to 18,314 in 2002—a four-year gain of 32 percent.



The number of Academic Honors Diploma recipients has increased from 4,636 in 1991 to 14,574 in 2002—a gain of 314 percent over twelve years. During the same time frame, dropouts have declined from 14,581 to 6,714, a decrease of 217 percent. The state's ACT scores continue to be above the national average (In 2001 the state average was 21.4 compared to a national average of 21.0), and average SAT scores have increased 13 points since 1995-96, while the national average rose only seven points.

Plans for the Biennium

The Department of Education has two primary objectives for the biennium. One is to meet the mandates of Indiana law in regard to standards, assessment, and accountability; the second primary objective is to meet the requirements of the federal No Child Left Behind (NCLB) Act. The Education Roundtable is currently formulating a preschool through grade sixteen plan, referred to as the P-16 plan, which will reflect educational direction for all Indiana youth from preschool through the completion of the Baccalaureate



Degree. The P-16 plan

includes comprehensive standards, assessment, and accountability requirements. Following its adoption by the State Board of Education, the Department, in conjunction with the Commission for Higher Education, will implement this plan. The Department continues to develop, refine, and distribute standards for all K-12 content areas. With the development and implementation of the statewide Student Test Number (STN), the Department will be able to disaggregate student data, including both achievement and demographic characteristics, on a school building basis to meet the requirements of NCLB.

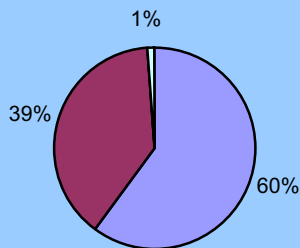


Program: 0000

| | Actual FY 2001 | Actual FY 2002 | Estimate FY 2003 | Appropriation FY 2004 | Appropriation FY 2005 |
|--------------------|---------------------------|---------------------------|-----------------------------|----------------------------------|----------------------------------|
| (All Funds) | \$3,299,649,035 | \$3,156,184,039 | \$3,437,548,327 | \$3,394,234,873 | \$3,434,062,665 |

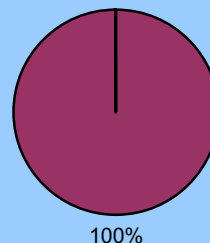
**Sources of Funds
FY 2004 (Approp)**

☐ General
 ☒ Dedicated
 ☐ Federal
 ☐ Other



**Uses of Funds
FY 2004 (Approp)**

☐ Personal Services
 ☒ Distributions
 ☐ Capital
 ☐ Other



Targeted Support for Local Schools

Mission

To provide students, parents, and school corporations with specific assistance to ensure that children and schools with particular educational needs and circumstances have the opportunity for success in education.

Summary of Activities

The state provides funding for a number of programs that target students having specific additional educational needs. These include programs for English language learners, summer school, gifted and talented, early intervention, technology, and ISTEP+ remediation.

State appropriations allow for testing all students in Grades 3, 6, 8 and 10 to ensure progress toward mastery of the Indiana academic standards in English/language arts and mathematics. During the 2003-04 school year, the ISTEP+ program will include science testing of Grade 5 students and will also include pilot testing for Grades 4, 5, 7 and 9 in English/language arts and mathematics. During the 2004-05 school year, the English/language arts and mathematics exams will be administered to all students in Grades 3-10. Annual testing will ensure compliance with P.L. 221 and the No Child Left Behind Act.

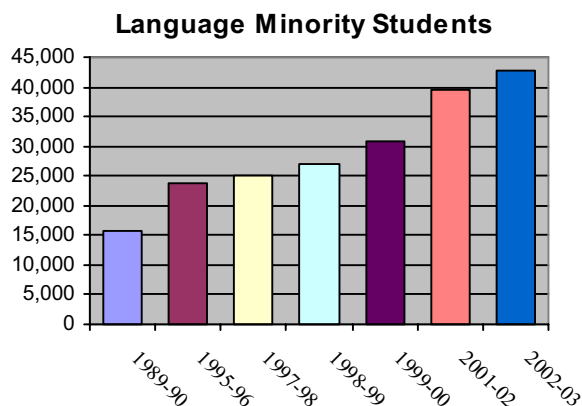


Assessment results have enabled the Department and policymakers to disaggregate performance data and evaluate the student achievement gap that exists in Indiana. One area where an achievement gap exists is with the growing population of language minority students throughout the state. More than 35 percent of those students who identify their ethnicity as Hispanic have been identified as having limited English proficiency, making Spanish speaking students the largest group of those identified as language minority students. The current state budget includes \$700,000 for each year of the biennium to help these students improve their English skills.

The Early Intervention program will provide \$3.7 million to eligible schools to establish and/or continue evidence-based early literacy intervention programs for students in pre-kindergarten through Grade 2. Since the creation of this grant in 1997, the program has provided professional development and literacy training for thousands of teachers and research-based programs for thousands of students.

Based on a recent resolution passed by the Indiana State Board of Education concerning mathematics standards for the Graduation Qualifying Examination (GQE), summer school mathematics classes necessary to prepare students for the 2004 GQE will receive priority funding in 2003 and 2004. These classes will be reimbursed at 100 percent of cost before funds are allocated to other classes.

For the 2001-02 school year, school corporations received an 83.5 percent reimbursement from the state for textbook expenses incurred for students who qualify for the federal free- and reduced-price meals program. Based on appropriations for the current biennium, a similar reimbursement rate should be available to school corporations.



The annual appropriation of \$5.8 million for the Gifted and Talented Grant will support school corporations in the development of local programs for high ability students. The funds will also support integrated services such as information resource centers and professional development.

The Technology Plan Grant Program appropriation will enable those school corporations with the lowest property tax wealth, and the least ability to use Capital Projects Fund dollars, to sustain and replenish their technology infrastructure. Approximately 50 districts will receive funding over the biennium to invest in computer hardware, software, connectivity and wiring.

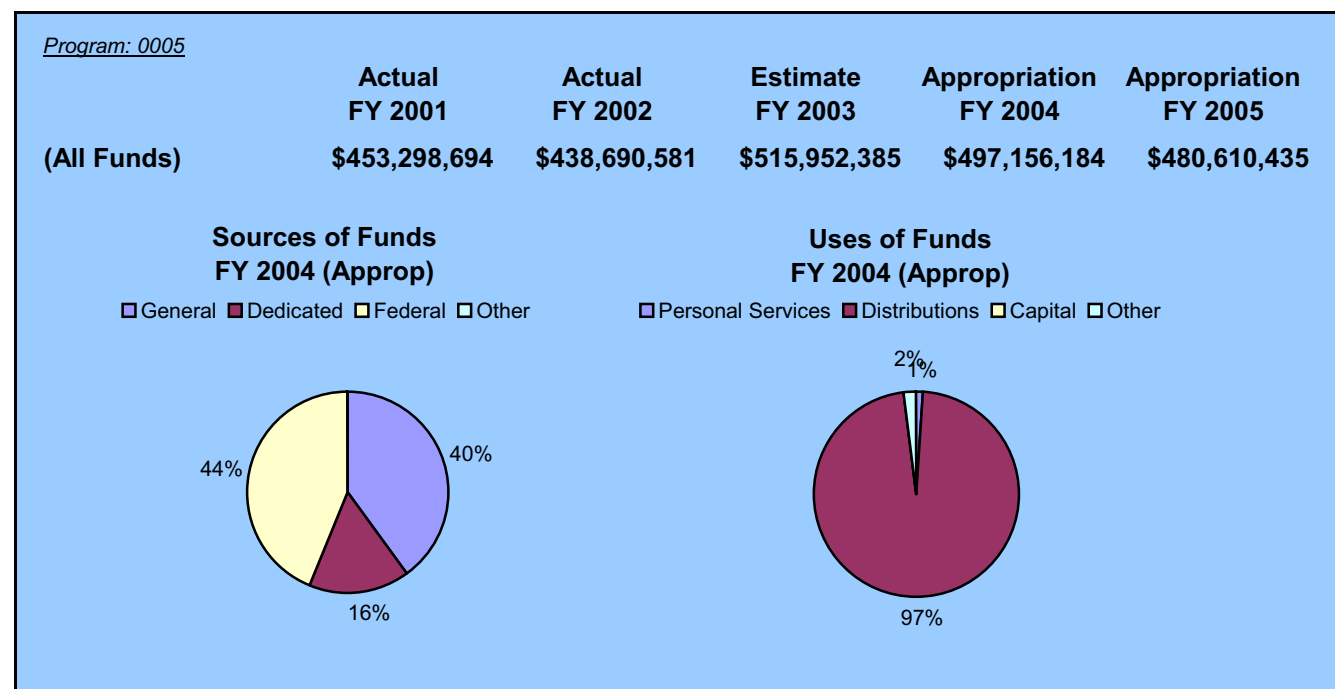
External Factors

Local schools serve students who are at risk of academic failure due to a variety of factors, all of which require different support services. As these conditions change, the need for targeted support changes as well. For example, Indiana has recently experienced an increase in the number of residents originating from foreign countries. From 1989-90 to 2002-03 the number of English language minority students in Indiana has nearly tripled, from 15,769 students to 42,600. The number of Limited English Proficient (LEP) students has quadrupled during that same time period. Today more than 200 native languages are spoken in Indiana schools.



Evaluation and Accomplishments

In 1997, when the Class of 2000 first took the Graduation Qualifying Exam (GQE), 54 percent passed both parts of the test. At the end of the 1999-00 school year, after the expenditure of remediation dollars targeted toward this class, 86 percent had passed the GQE – a 69 percent increase. Similar results are evident for the classes of 2001 and 2002. Some 60,000 students have benefited from funding for the non-English speaking program, resulting in increased knowledge of English and opportunities for future success. Through the Early Intervention Grant, nearly 1,000 teachers have been trained to be reading recovery specialists for first graders. During the 2003-05 biennium more than 20,000 preschool through Grade 2 students will be assisted with their reading through targeted intervention and literacy programs.



Education for Special Populations

Mission

To provide specific educational services to students with disabilities and students who are hospitalized, neglected, delinquent, and/or homeless, to give them the best possible opportunities to live, learn, work, and play in their communities.

Summary of Activities

Education services for special populations are provided by the state in two ways: through additional funding to local school corporations, and through the maintenance of special residential facilities.

State tuition support grants from the **Department of Education** (DOE) provide the bulk of state special education funding, through a formula that generates dollars based on the nature of each student's disability. Funding for special populations also provides for the administration of the federal Individuals with Disabilities Education Act (IDEA); provides educational support for children hospitalized in Riley Children's Hospital; provides wrap-around services to connect children to medical, social, and mental health services in their local communities; provides funding for the special transportation needs of students with disabilities. Grants are also made available to schools to serve gifted and talented students. At the local level, the funds are used to provide many services including audiology, occupational therapy, physical therapy, and school health services. Such services supplement regular classroom instruction.

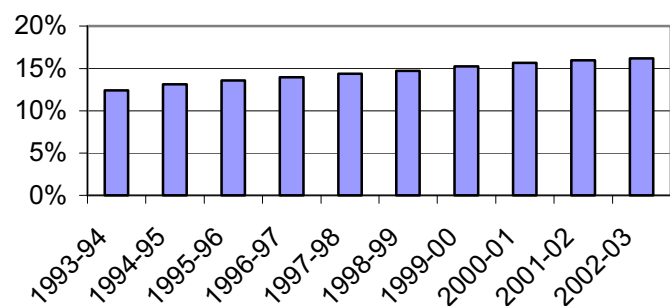


Indiana maintains a **School for the Deaf** and a **School for the Blind**; both are full-service residential facilities located in Indianapolis. In addition to their residential programs, both schools also provide outreach services to local school corporations to assist in educating other students with disabilities related to vision and audiology. The **Soldiers' and Sailors' Children's Home** in Knightstown is a residential facility providing full K-12 education services, health services and recreation for at-risk children placed in the facility by their parents, guardians, or a juvenile court. The **Silvercrest Children's Development Center**

is a short-term residential center in New Albany that provides full K-12 education services for children with severe emotional and behavioral disorders who have generally exhausted the resources of their local public schools and community and are excluded from mainstream education.

The Department of Correction also provides full K-12 educational services for adjudicated juveniles; however, the funding for these services is included in the Juvenile Corrections program.

Incidence of Special Education Students in Total School Population



External Factors

The most significant factors affecting services for special populations are the growing number of students identified as needing special education services, the ever-evolving needs of students, and federal legislation. The reauthorization of IDEA and the No Child Left behind Act are two examples of such legislation. New brain research, new teaching methodologies, and new instructional practice, including the mandate for alternative assessment systems, have driven change in serving students with special education needs.

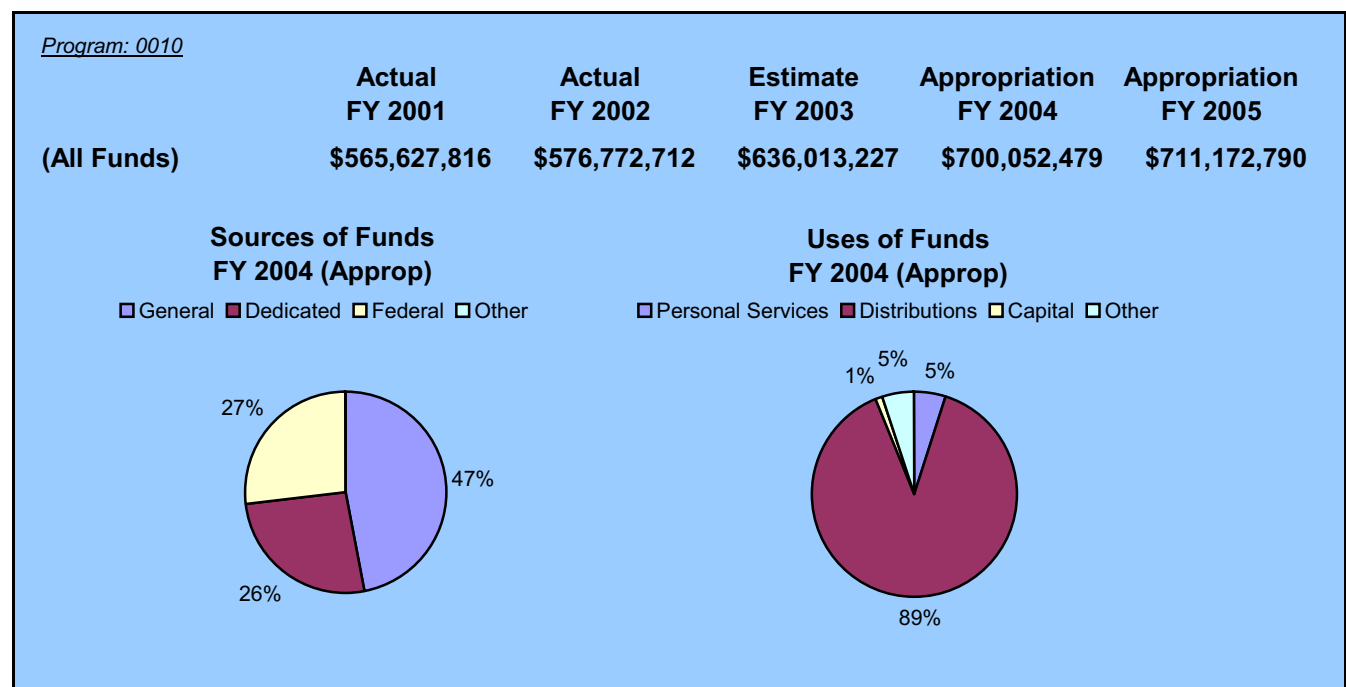
Evaluation and Accomplishments

The DOE has provided clear-cut procedures for providing the least restrictive educational environment for students with disabilities through wrap-around services available to children in the communities in which they live. This has allowed schools to serve more children more appropriately and closer to home, while creating the infrastructure for services and creating new taxpayers. This is evidenced by the 2001-02 Post-School Follow-up Study (completed June 2003), in which 72.4 percent of the respondents, all of whom had received special education services, were employed four years after graduation. In addition, Indiana participated in a nationwide comprehensive study of special education spending. The DOE is able to determine average special education and general education expenditures per student receiving special education, and how those expenditures vary by type of student, school, placement, and district.



Plans for the Biennium

The DOE is implementing, as required by IDEA and No Child Left Behind, alternate assessments for students with disabilities for whom ISTEP+ is not appropriate. The assessment measures students' skills along a continuum of academic standards. Individualized education programs (IEPs) are written for all students who qualify for special education services. An IEP identifies the student's disability and needs, describes annual goals to address those needs, and identifies the services to be provided to help the student achieve the goals. The DOE provides model IEP forms, as well as guidelines for developing IEPs, to local schools to help ensure that all students are exposed to academic standards that will best serve them when they leave their K-12 educational experiences to live, learn, work and play in their local communities.



Vocational Education

Mission

To provide Hoosiers with lifelong learning opportunities that prepare them for further education and employment in high skill, high wage careers.

Summary of Activities

Vocational education in Indiana is provided through a comprehensive system of education, training, and employment. School corporations, area vocational schools and postsecondary institutions comprise the public vocational and technical education system that prepares youth and adults to enter and advance in the workforce. The Indiana Commission on Vocational and Technical Education (ICVTE) has responsibility for setting policy and developing and overseeing a long-range state plan for vocational and technical education, which is implemented by the **Department of Workforce Development (DWD)** and the **Department of Education (DOE)**. ICVTE has approved *A Strategy for Building a World-Class System of Vocational and Technical Education in Indiana*. This plan gives direction to the state in the preparation of the workforce through Indiana's public delivery system for vocational and technical education.



State funds are distributed to local schools through the school tuition support appropriation, with schools receiving funding based on vocational course offerings and enrollment. The DWD distributes federal vocational education funds under the Carl D. Perkins Vocational and Technical Education Act and has provided competitive grants for federal Technical Preparation (Tech Prep) programs through the Indiana Career Majors Initiative. The DOE Office of Career and Technical Education provides support to workforce development initiatives such as Tech Prep programs, technology-based instructional programs, and partnerships with local businesses that provide work-based learning opportunities for students planning to enter the workforce directly after high school and for those interested in pursuing further education and training programs.

External Factors

Technological advances in the workplace and increasing educational requirements present constantly changing goals and expectations for Indiana students. These advances require frequent updates to vocational education curriculum and classroom strategies. The workplace demands more today than a strong back and a good work ethic—it demands critical thinkers capable of applying technical knowledge.

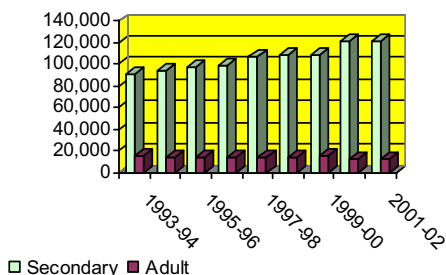
Evaluation and Accomplishments

During the 2001-02 school year, 40 percent of all Indiana high school students enrolled in one or more vocational courses. Eighty percent of secondary technical and vocational students passed the ISTEP+ Graduation Qualifying Exam and almost ninety percent attained a high school diploma or its recognized equivalent. Content standards, which integrate Indiana's academic standards for English/ language arts, mathematics, science and social studies, have been developed for the majority of vocational courses.

Indiana is actively involved in Project Lead the Way, a national standards-based pre-engineering curriculum that has been introduced in 40 high schools around the state.

A follow-up study of metalworking students revealed that those with Certificates of Technical Achievement – portable, updatable professional certifications developed collaboratively by the DWD, employers, and educators – earned on average 26 percent more per hour than those students who did not receive Certificates.

Vocational Education Enrollment



Plans for the Biennium

Four strategies provide the framework for the Five-Year State Plan for Vocational and Technical Education over the period from July 1, 1999 through June 30, 2004:

- Provide career awareness and career preparation for all learners.
- Develop, implement and utilize state-recognized skill standards and other approved systems of certification.
- Provide professional and curricular development, including:
 - Teaching the way students learn;
 - Integrating occupational, employability and academic skills based on business and industry identified skill standards;
 - Reducing gender bias and stereotyping;
- Provide a quality improvement system for vocational and technical education.



The number of schools offering vocational programs in a career academy/career major design will be expanded. These academies include career areas in Information Technology, Finance, Advanced Manufacturing, Health Sciences, and Hotel/Lodging Management. Activities are also planned to ensure that more students take and pass industry exams leading to national certificates recognized and valued by high skill/high wage industries.

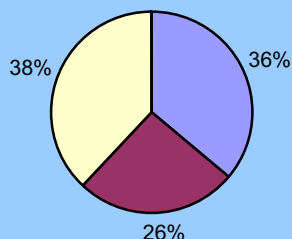
As a part of our involvement in Project Lead the Way, Indiana has entered into a national partnership to develop a new pre-engineering course in Biotechnology. Indiana will host the national curriculum development team and relationships are being forged with the state's postsecondary biomedical/biotechnology programs as well as businesses and industries involved in Indiana's life sciences initiatives.

Program: 0015

| | Actual FY 2001 | Actual FY 2002 | Estimate FY 2003 | Appropriation FY 2004 | Appropriation FY 2005 |
|-------------|-------------------|-------------------|---------------------|--------------------------|--------------------------|
| (All Funds) | \$106,494,869 | \$105,129,192 | \$112,188,634 | \$121,142,942 | \$125,263,426 |

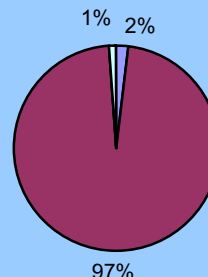
**Sources of Funds
FY 2004 (Approp)**

General Dedicated Federal Other



**Uses of Funds
FY 2004 (Approp)**

Personal Services Distributions Capital Other



K-12 Quality Improvement

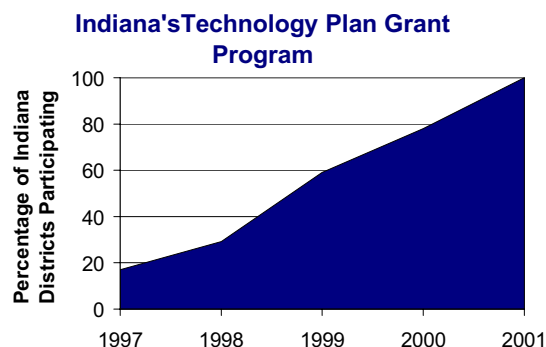
Mission

To enhance the professional skills of Indiana's teachers and administrators so that they can provide the best possible instruction to Indiana's students, while utilizing research-based programs and strategies that apply the most up-to-date technological advances effectively and efficiently.

Summary of Activities

Education quality improvement programs administered by the **Department of Education** (DOE) for local schools include the following:

- Professional development grants totaling \$13.5 million were distributed to every public school building to support the learning goals identified in the P.L. 221 school improvement plans.
- Reading First grants were provided to 21 school corporations. Reading First focuses on enabling all students to become successful early readers by providing K-3 teachers with the skills needed to teach effectively using programs, strategies, and materials that meet scientifically based research criteria.
- The Indiana Principals Leadership Academy has increased its efforts to provide essential training to school leaders with more of a focus on teaching and learning. A coaching component has been added to provide more support and technical assistance to Indiana school administrators.
- The Indiana School Safety Specialist Academy (ISSSA) provided certification training for representatives of all 293 school districts in Indiana. Since its inauguration the Academy has certified 663 school safety specialists, providing a total of 39 days of training. During 2001-03 a total of 1,454 school personnel attended eight advanced and five basic training sessions.
- Technical assistance grants were provided to schools that had less than the highest level of accreditation. A total of 19 schools received grants during the 2001-02 school year and 12 schools during the 2002-03 school year.
- During 2001-03, more than 900 Indiana school administrators participated in IndianaNEXT – an individualized 5-day professional development program designed to help public and private school leaders learn to utilize technology to meet the requirements of P.L. 221 and the No Child Left Behind Act.
- Indiana's Reading Excellence Action Demonstration (I-READ) program for K-3 students in low achieving, high poverty schools provided a 4-day Summer Institute Retreat for 500 teachers and administrators from 88 schools.



The Indiana Department of Education continues to collaborate with the Indiana Writing Network to provide a program of professional development for K-12 teachers. Since 1986 this collaboration has trained approximately 10,000 Indiana teachers in effective strategies for teaching writing.

External Factors

Several factors are driving professional development activities: the requirements of P.L. 221, the No Child Left Behind Act; the Education Roundtable's P-16 initiative; and the focus on closing the academic achievement gap.

No Child Left Behind requires that all teachers of core academic subjects be "highly qualified" by the end of the 2005-06 school year. In addition, it places academic requirements on all teachers' aides and paraprofessionals.

Evaluation and Accomplishments

The School Safety Specialist Academy was one of four exemplary state school safety programs highlighted by the U.S. Department of Education at a 2002 national meeting.

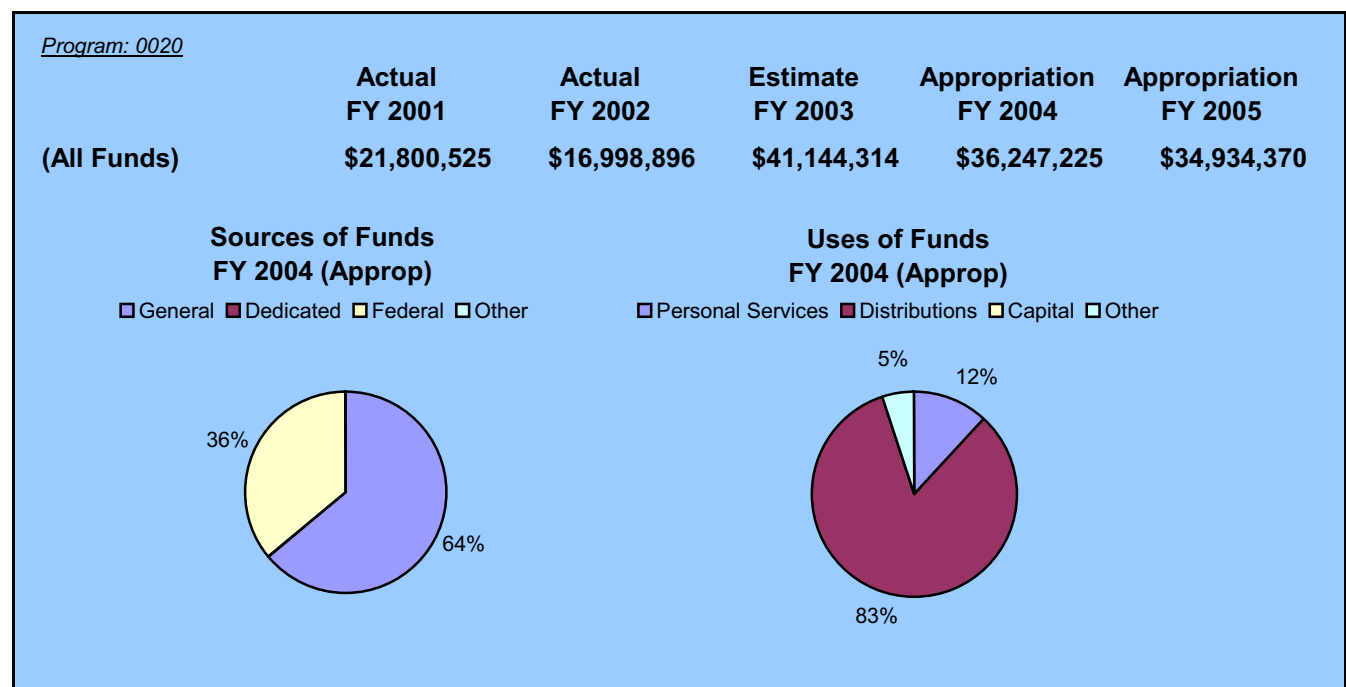
A \$1.8 million Coordinated School Health grant from the Centers for Disease Control and Prevention was awarded to the Indiana Department of Education. The five-year grant to develop an infrastructure involves collaboration with the Indiana State Department of Health. The two agencies will provide technical assistance and training to assist local school and community coordination for health programs.

Indiana Reading Assessments target skills from three of the Academic Standards for Reading. They focus on: 1) Word Recognition, Fluency, and Vocabulary Development; 2) Reading Comprehension; and 3) Literary Response and Analysis. More than 1,100 schools administered the assessments in the 2002-03 school year to 70,883 first grade students and 61,747 second graders. Program participation is voluntary, so this number of schools and assessments is a distinct accomplishment.

Plans for the Biennium

Technical assistance will be offered to prepare school corporations for online assessments. The Department's professional development efforts will focus on training Algebra teachers and providing assistance to low performing schools.

Beginning in the fall of 2004, students in grades 4, 5, 7, & 9 will take ISTEP+ tests in English/language arts and mathematics. These new tests meet the additional assessment requirements of No Child Left Behind and PL 221.



K-12 Evaluation

Mission

To provide feedback to parents, educators, and policymakers on the quality of educational services being provided to students, to provide research-based direction to state policymakers, and to provide clear directives to local school officials on where their efforts are increasing the academic achievement of students as well as where they must improve.

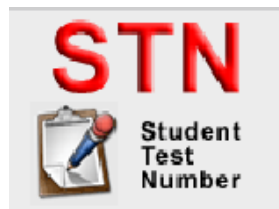
Summary of Activities



The most prominent component of K-12 Evaluation is Indiana's large-scale assessment program, Indiana Statewide Testing for Educational Progress-Plus (ISTEP+). Administered by the **Department of Education** (DOE) and local schools, the ISTEP+ assessments provide the basis for program evaluation

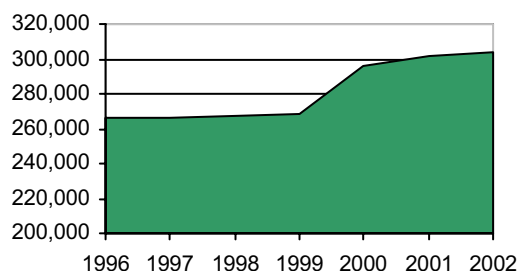
through the identification of strengths and weaknesses in meeting Indiana's academic standards. This identification occurs at the student, school, corporation, and state levels, and provides the basis for Indiana's Performance-Based Accreditation (PBA) system. During this biennium, evaluation has focused on the shift from the PBA system to the accountability system under P.L. 221.

The most significant effort has been the successful startup of the Student Test Number (STN) system. This system provides the necessary foundation to accurately report on the achievement of students served by Indiana schools as is required by both P.L. 221 and the No Child Left Behind Act. The STN system begins a fundamental change in how information will be collected from schools. The 2002-03 school year was the first year of a four-year conversion of all state reports. This major effort will consolidate the department's data collection efforts and eliminate duplicative data collections. Student Test



Numbers have allowed Indiana schools to use pre-printed identification labels on ISTEP+ tests, a change that virtually eliminates the need to "bubble" student information. This innovation dramatically increased the accuracy of the student data and the speed with which tests could be processed.

Number of Students Tested Through the State ISTEP+ Program



External Factors

The demand for high standards and accountability has increased the use and scrutiny of large-scale assessment programs. High-stakes graduation tests increase the public profile of large-scale assessments as well as the steps that must be taken to develop a test that will withstand legal scrutiny, as Indiana's Graduation Qualifying Examination (GQE) recently did. At the national level, the No Child Left Behind Act has created an increased demand for large-scale assessment programs that has resulted in demand pushing supply limits. Test publishers struggle to supply and meet the increased demand for quality and timely evaluation programs. In Indiana, the Department of Education strives to offer the most current and effective form of assessments, which include comparisons of Indiana students to students in other states, across the nation (through the National Assessment of Educational Progress or NAEP assessment), and around the world (through the Trends in International Mathematics and Science Study or TIMSS assessment).

Evaluation and Accomplishments

The 2002 Graduation Qualifying Examination (GQE) results were returned prior to Thanksgiving, a 45 percent reduction in turnaround time from the beginning of the GQE program. The testing time for the Grade 3, Grade 6, and Grade 8 ISTEP+ examinations has been reduced by an average of 37 percent.

The Fall 2002 ISTEP examinations for Grades 3, 6, and 8 were the first to assess the Indiana Academic Standards adopted by the Education Roundtable and State Board of Education in 2000. These standards have been widely recognized as being among the best in the nation and represent a new era of higher achievement expectations for Indiana students.

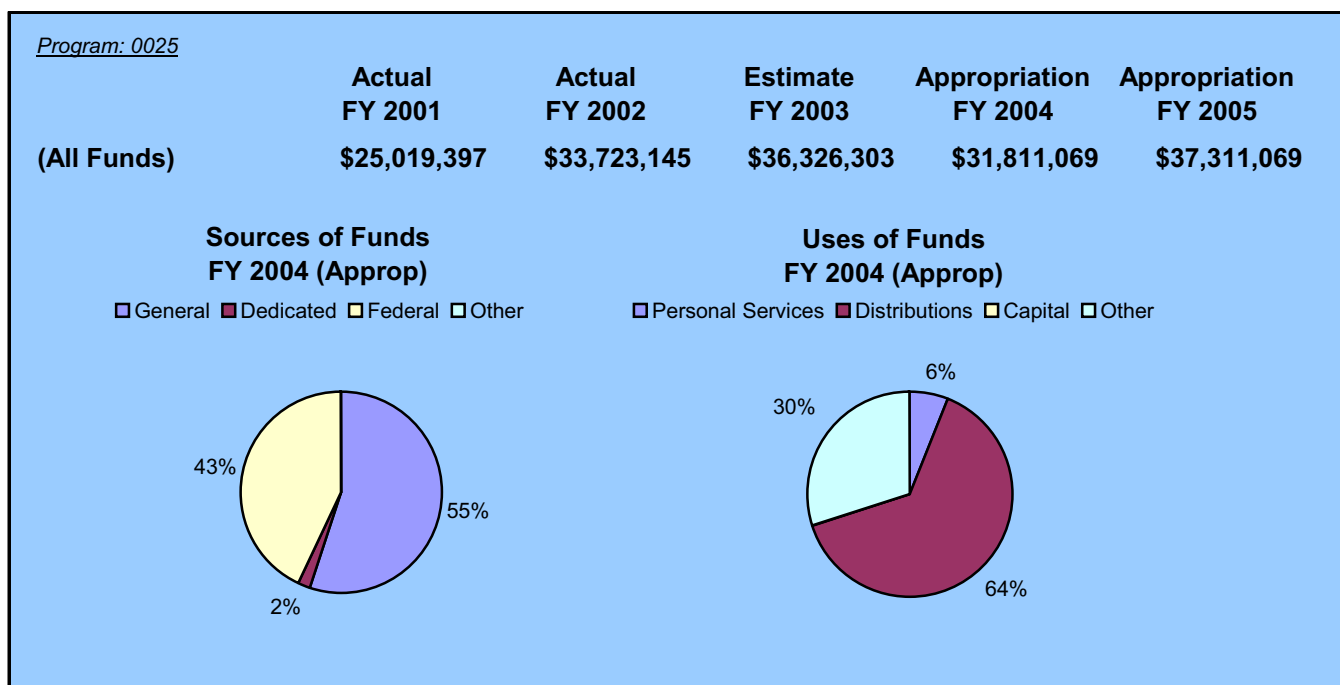
The new tests, as aligned to these higher standards, required the setting of passing scores for both English and mathematics. 144 teachers from across the state worked in a "standard setting" process for three days to recommend both a "PASS" and a "PASS+" level of performance for Indiana's students.



These new scores have been placed on a scale that will allow the direct comparison of student achievement from one year to the next. The "vertical" scale is critical for the implementation of P.L. 221. It will allow the required measurement of student improvement as they move from one grade to the next.

Plans for the Biennium

Item development for the next generation of the GQE will continue in English and mathematics and begin for 7th grade science. Current freshmen (Grade 9) will be the first group of students required to show mastery of the new Indiana Academic Standards as a requirement for earning their high school diploma.



Adult Education

Mission

To provide Indiana's adult population with "learner-centered opportunities" to achieve basic and secondary level academic and life skills that help assure the state's continued economic growth and strength in the global marketplace.

Summary of Activities

Adult education funds support many activities outside of traditional school settings for adults who are at least 16 years of age, not enrolled in school, and who lack a secondary credential or equivalent skills. The state is served by 43 comprehensive programs that provide a wide range of services and are supported by local, state, and federal funds. The comprehensive programs are administered by the **Department of Education (DOE)**, local school corporations, **Vincennes University**, and the **Department of Correction (DOC)**. A total of 80 school corporations receive state funding for their communities. Adult education also collaborates with community colleges, state and local workforce development offices, faith based programs, business and industry, and local correctional facilities. Adult basic and secondary education programs include literacy, English as a second language (ESL), GED preparation, secondary credit completion, and academic upgrading.

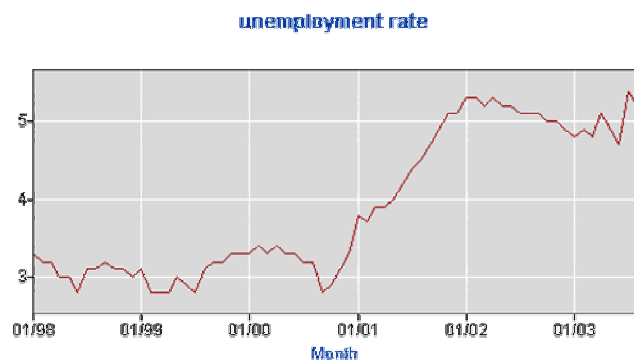
The Adult Basic Education program addresses the needs of adult learners from the non-reader to the secondary level student (GED preparation). The funds also support adult students who need additional classes to earn a high school diploma. Students who must pass the Graduation Qualifying Examination (GQE) receive assistance as well. The Even Start program addresses the specific needs of low-income families by implementing early-childhood education, adult education and adult literacy, as well as parenting education. There are 21 local Even Start programs that receive federal, local and limited state funding.

External Factors

One significant external factor is the state unemployment rate. In general, as the unemployment rate decreases, the number of students enrolled in adult education classes typically decreases. Conversely, as the unemployment rate increases, a rise in adult education course enrollment is seen. The state adult education enrollment has increased 8 percent in five years. In the 2001-02 program year, the most recent year for which final figures are available, nearly 40 percent of the enrollees were unemployed. More unemployed, low income, single parents enrolled in adult education than during the previous program year. More than 50 percent of the students served had less than a ninth grade skill level as measured by standardized assessment when they entered the program.

Adult education in Indiana has also been serving a higher percentage of younger individuals. Fifty-eight percent of the 2001-02 enrollees were 16 to 24 years of age. Thirty one percent of the students were 16 to 18 years old.

As the non-English speaking population increases, enrollment in English literacy instruction also increases. The portion of all adult education enrollees receiving English literacy instruction in 2001-02 was 20 percent, compared with 11 percent in the 1996-97 program year. Some employers are requesting assistance in helping their non-English speaking workers learn English. Through a federal incentive grant, an increasing number of programs are offering those services to employers.



Evaluation and Accomplishments

Adult education continues to demonstrate that it is a diverse and successful system. In 2002, 8,791 adults received their GED, many of whom participated in state-supported adult education programs. The passing rate was 77.8 percent, the highest in five years. Nearly one in two of the 44,492 program participants improved their basic skills (by demonstrating a two-grade increase). Of those who had employment as a goal, 56 percent found jobs. Fifty-nine percent of the students received a job promotion by upgrading their skills while 54 percent continued their education at community colleges or enrolled in skill-based training programs. Fifty-three percent of adults enrolled in family literacy programs improved their skills. In addition, 91 percent of children of adults in family literacy programs increased their educational performance while 93 percent increased their level of literacy. Overall, for the third consecutive year, the adult education program met the state's performance measures negotiated with the U.S. Department of Education.



Plans for the Biennium

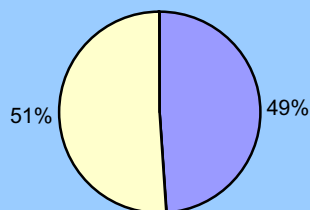
Adult education programs will support eligible adults in their roles as workers, parents, and citizens. Programs will focus on meeting the demand for adult education services in their communities, particularly those related to the workforce, and increasing student outcomes to achieve the state's performance measures under the Adult Education and Family Literacy Act.

Program: 0030

| | Actual FY 2001 | Actual FY 2002 | Estimate FY 2003 | Appropriation FY 2004 | Appropriation FY 2005 |
|--------------------|---------------------------|---------------------------|-----------------------------|----------------------------------|----------------------------------|
| (All Funds) | \$26,630,671 | \$30,193,132 | \$33,120,960 | \$30,878,259 | \$30,878,259 |

**Sources of Funds
FY 2004 (Approp)**

■ General
 ■ Dedicated
 ■ Federal
 ■ Other



**Uses of Funds
FY 2004 (Approp)**

■ Personal Services
 ■ Distributions
 ■ Capital
 ■ Other

